



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

6753 West Pinnacle Peak Road, Glendale, AZ 85310

### Pointe Educational Services

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

#### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2004-05 Highly Performing  
2003-04 Not Evaluated  
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

#### School Overview

Principal/Administrator : Mr. Ian Hodor  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-6  
2005 Enrollment : 250  
Web Address : [www.pinnaclepointeacademy.org](http://www.pinnaclepointeacademy.org)  
Phone Number : (623) 537-3535  
Fax Number : (623) 537-4433  
E-mail : [ihodor@pesaz.org](mailto:ihodor@pesaz.org)

#### Mission

Pinnacle Pointe Academy (PPA) exists to support parents by providing a safe environment for young scholars. Education at PPA is built on a foundation of basic skills, fortified by character education and sustained through parent involvement.

#### No Child Left Behind

#### Adequate Yearly Progress (b)

2004-05 Met  
2003-04 Met  
2002-03 Met

#### School Improvement Status (b)

2004-05 N/A  
2003-04 N/A  
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

#### School / Academic Goals

- ü Core Knowledge implementation is currently at 90%. Our goal is to have 100% implementation.
- ü Pinnacle Pointe Academy is dedicated to building a community environment through involved parents, exemplary students, and a professional staff working together.

#### Enrollment

October 1, 2004 School Year Student Enrollment : 230  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2004-05 : 250

## Instructional Programs

- Ü Core Knowledge
- Ü Spalding
- Ü Saxon Math
- Ü Open Court and Great Books
- Ü Character Education

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	7/26/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

Pinnacle Pointe Academy is responsible for providing all students with a solid, balanced education, distributing handbooks, policies and other materials, regular home/school communication, and enforcing school policies consistently.

### Parents

Parents are responsible for getting students to school on time, providing proper nourishment, homework support, supporting school policies including dress codes and behavior codes, communicating regularly with the school and your child.

## Transportation Policy

Pinnacle Pointe Academy has limited transportation available. The majority of students are transported to and from school by parents. Transportation is a fee based service.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	52	79306	100	98	99	459	454	445	0	0	10	18	24	18	64	61	51	18	15	20
All Students (Prior Year)	22	44	75509	100	100	100	514	518	521	10	10	13	20	15	23	45	50	33	25	25	31
Female	14	33	38691	93	97	99	455	452	446	0	0	10	21	26	18	57	58	52	21	16	20
Male	NC	19	40583	NC	100	99	NC	459	445	NC	0	11	NC	20	18	NC	67	50	NC	13	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	19	47	36197	100	98	99	467	459	463	0	0	5	11	20	11	67	63	53	22	17	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	21	47	69060	100	100	98	465	456	454	0	0	7	10	22	17	70	61	54	20	17	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	23	52	39966	100	98	100	459	454	459	0	0	6	18	24	12	64	61	52	18	15	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	52	79395	100	0	99	470	463	446	0	0	9	18	24	25	73	70	55	9	7	11
All Students (Prior Year)	22	44	75492	100	100	100	529	527	519	0	3	12	15	18	16	50	48	47	35	33	24
Female	14	33	38743	93	0	100	472	465	451	0	0	7	21	26	24	71	71	57	7	3	12
Male	NC	19	40618	NC	0	99	NC	458	440	NC	0	11	NC	20	27	NC	67	53	NC	13	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	19	47	36221	100	0	99	473	465	465	0	0	4	17	22	15	72	71	63	11	7	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	21	47	69139	100	0	99	476	465	454	0	0	7	10	22	24	80	71	58	10	7	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	23	52	39986	100	0	100	470	463	461	0	0	4	18	24	16	73	70	63	9	7	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	23	52	78869	100	98	99	469	470	442	9	7	6	0	2	21	77	78	63	14	13	10
All Students (Prior Year)	22	44	75053	100	100	99	596	640	597	10	5	7	0	3	12	90	83	72	0	10	9
Female	14	33	38536	93	97	99	478	482	458	7	3	4	0	0	15	79	81	67	14	16	14
Male	NC	19	40302	NC	100	99	NC	444	428	NC	13	8	NC	7	26	NC	73	60	NC	7	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	19	47	36078	100	98	99	481	476	459	6	5	4	0	2	16	78	78	66	17	15	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	21	47	68697	100	100	98	472	468	454	10	7	4	0	2	18	75	76	67	15	15	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	23	52	39837	100	98	100	469	470	457	9	7	4	0	2	14	77	78	67	14	13	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	61	78906	100	95	99	506	515	498	9	6	13	18	9	19	64	62	48	9	23	20
All Students (Prior Year)	12	42	76019	100	100	100	554	543	499	0	3	14	0	11	39	10	19	14	90	67	33
Female	NC	30	38644	NC	94	99	NC	517	500	NC	0	12	NC	11	19	NC	67	49	NC	22	19
Male	NC	31	40236	NC	97	99	NC	512	497	NC	12	15	NC	8	19	NC	58	46	NC	23	20
African American	--	NC	4087	--	NC	99	--	NC	481	--	NC	20	--	NC	24	--	NC	45	--	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	10	56	36483	100	95	99	514	517	517	0	4	7	22	8	13	67	67	51	11	21	30
Students with Disabilities	--	NC	10664	--	NC	100	--	NC	430	--	NC	42	--	NC	27	--	NC	26	--	NC	5
Students without Disabilities	12	54	68310	100	95	98	506	519	509	9	2	9	18	9	18	64	65	51	9	24	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	12	61	40295	100	97	100	506	515	513	9	6	7	18	9	13	64	62	50	9	23	30

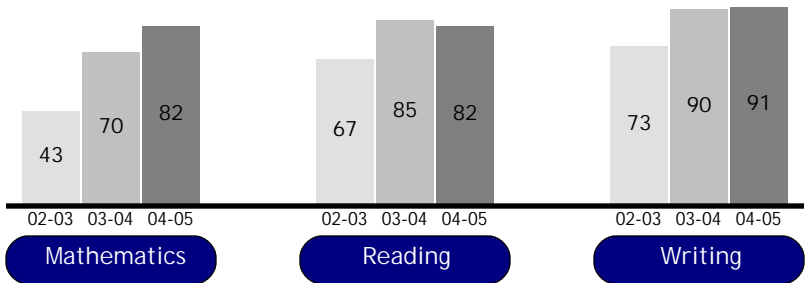
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	61	78908	100	0	99	500	507	484	0	2	10	9	9	23	91	79	58	0	9	9
All Students (Prior Year)	12	42	76020	100	100	100	518	519	503	10	11	25	10	11	23	40	56	40	40	22	12
Female	NC	30	38648	NC	0	99	NC	509	489	NC	0	8	NC	4	22	NC	93	61	NC	4	10
Male	NC	31	40233	NC	0	99	NC	505	479	NC	4	12	NC	15	25	NC	65	55	NC	15	8
African American	--	NC	4092	--	NC	99	--	NC	473	--	NC	12	--	NC	28	--	NC	54	--	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	10	56	36502	100	0	99	504	509	502	0	2	4	0	6	14	100	81	67	0	10	15
Students with Disabilities	--	NC	10665	--	NC	100	--	NC	423	--	NC	30	--	NC	36	--	NC	31	--	NC	2
Students without Disabilities	12	54	68312	100	0	98	500	513	493	0	0	7	9	7	21	91	83	62	0	11	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	12	61	40315	100	0	100	500	507	498	0	2	5	9	9	15	91	79	66	0	9	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	61	78750	100	95	99	538	540	500	0	2	6	9	9	29	82	79	63	9	9	2
All Students (Prior Year)	12	42	75673	100	100	100	655	585	530	0	3	12	10	14	25	70	75	58	20	8	4
Female	NC	30	38586	NC	94	99	NC	555	515	NC	0	4	NC	0	22	NC	96	71	NC	4	3
Male	NC	31	40135	NC	97	99	NC	526	486	NC	4	8	NC	19	35	NC	62	56	NC	15	1
African American	--	NC	4081	--	NC	99	--	NC	488	--	NC	8	--	NC	32	--	NC	59	--	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	10	56	36440	100	95	99	541	539	516	0	2	3	11	10	22	78	79	71	11	8	4
Students with Disabilities	--	NC	10622	--	NC	100	--	NC	415	--	NC	21	--	NC	50	--	NC	28	--	NC	1
Students without Disabilities	12	54	68196	100	95	98	538	551	513	0	0	3	9	4	25	82	87	69	9	9	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	12	61	40260	100	97	100	538	540	514	0	2	3	9	9	21	82	79	72	9	9	4

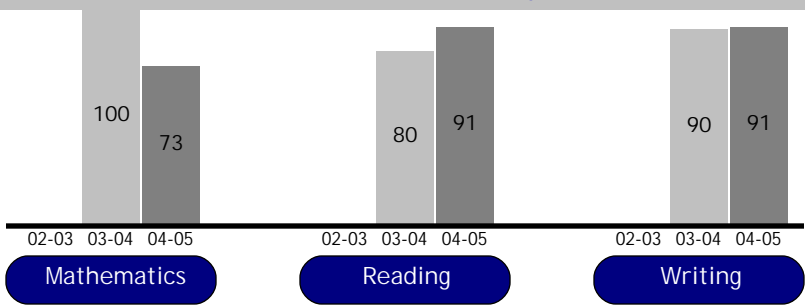
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	69	65	50	93	76	NA	58	100	66	65	47
	Language	100	57	51	43	93	69	57	50	100	64	68	47
	Mathematics	100	69	68	57	93	77	71	64	100	66	66	50
3	Reading	93	46	40	47	91	57	NA	55	100	59	55	44
	Language	100	47	39	54	87	57	65	61	100	57	52	44
	Mathematics	100	59	49	54	96	62	71	61	100	59	55	51
4	Reading	100	83	67	52	100	76	NA	56	100	47	51	48
	Language	94	75	60	48	100	65	54	52	100	52	52	49
	Mathematics	100	83	71	57	100	83	70	61	100	51	59	53
5	Reading	--	--	56	50	92	NA	NA	55	100	57	62	50
	Language	--	--	57	46	83	NA	74	49	100	63	68	50
	Mathematics	--	--	67	57	100	93	89	63	100	49	61	49
6	Reading	--	--	67	53	--	--	NA	56	100	62	61	51
	Language	--	--	64	45	--	--	64	48	100	60	61	47
	Mathematics	--	--	87	62	--	--	79	66	100	63	71	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	12.00
Other Professional Staff	2.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	13
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	15%

Resources Available at School Site

Special Facilities

Ü Playground

Extracurricular Activities

Ü Chess Club	Ü Homework Club
Ü Karate Club	Ü Stamping and Scrapbook Club
Ü Band	Ü Hip Hop Dance
Ü Student Council, Yearbook, Newspaper	

Social Services

Ü S.H.A.P.E. Before and After Care Program  
 Ü Parent/Staff Support Team



Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 2003-2004 Accomplishments: Jump Rope For Heart,  
Pennies for Patients Campaign,  
West Side Food Bank and Muscular Distrophy Hop A Thon
- ü Among West Valley charter and public schools, PPA outperformed all schools on the math portion of the AIMS test.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	96	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	21	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	95	96	95	81
Retention Rate <sup>9</sup>	3	1	1	3
Dropout Rate <sup>10</sup>	0	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Character Education, Student Conduct Code, Student of the Month Award, weekly assemblies, Caught Doing Well Awards.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Rena Garcia	(623) 209-0094
Community Resources	Ian Hodor	(623) 537-3535
School Nutrition Programs		
Parent Organization	Ian Hodor	(623) 537-3535
Student Health/Nurse	Kellie Chavez	(623) 537-3535

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.